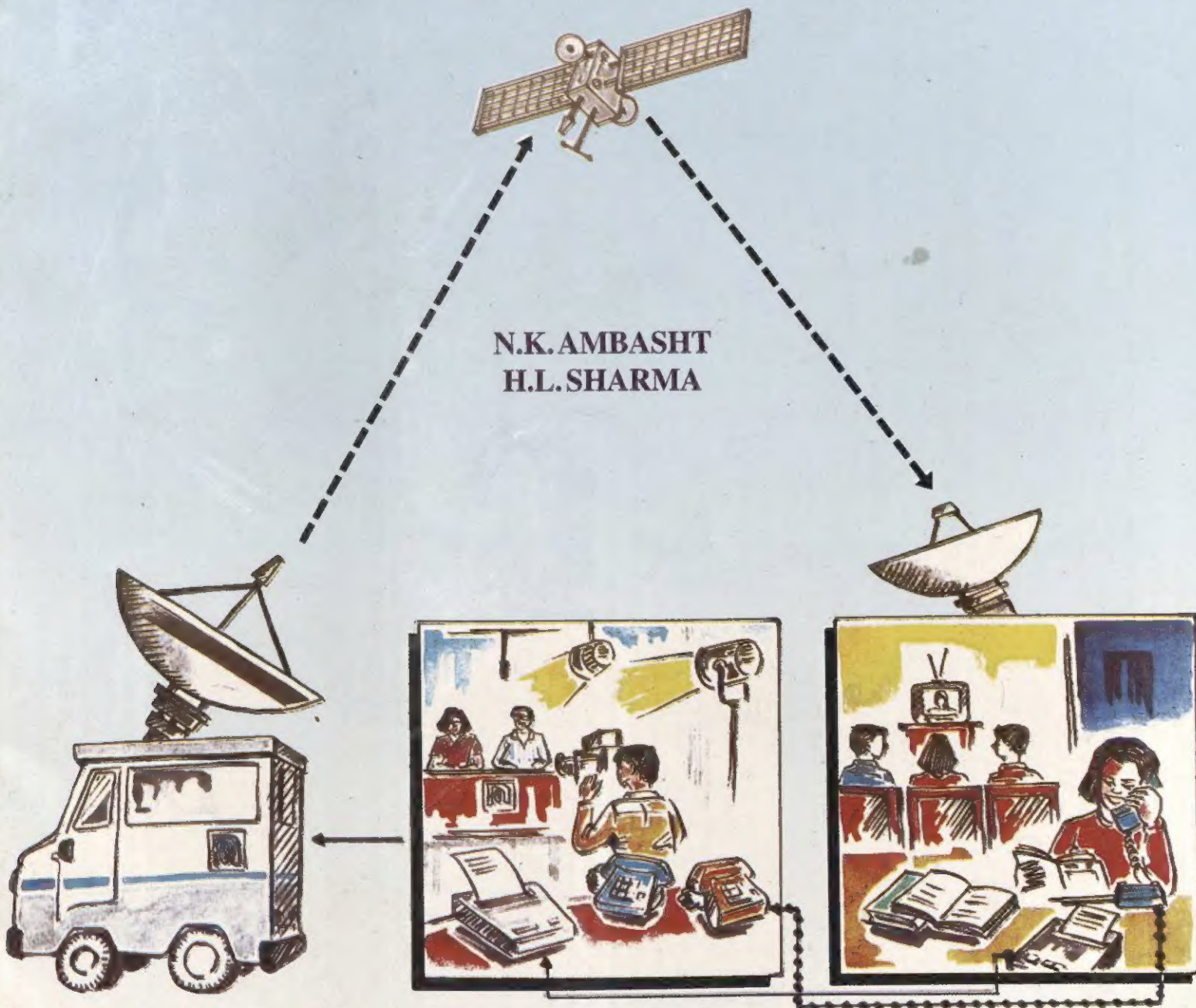# Current Use of
Distance Education Mode in Basic Education

A Study
(Sponsored by UNESCO)

N.K. AMBASHT
H.L. SHARMA

STUDY TEAM

Prof. N.K. Ambasht

Dr S. S. Sangal

Dr H. L. Sharma

Ms Rashmi Kumar

Shri Nand Kishor Mandal

Shri Satya Narain

Shri J. L Sehgal

Shri C. A. S. Raghavan

Ms Savita Kaushal

Ms Saloni Chawla

Ms Mansi Mishra

Dr T. N. Giri

Ms Soma Bhattacharya

Shri Manoj Jain

Dr R. S. P. Singh

Ms Radha Basayam

Ms U. Kakoti

Shri S. S. Duggal

Shri Saket Kumar

Ms Preeti Srivastva

Shri Prafful G Phulzele

Ms Euphrosia Thomas

Dr Phalachandra

Dr Vibha Joshi

Dr Rathi K. Menon

Ms Anita Priyadarshani

FOREWORD

UNESCO, as part of its global initiative in the field of Distance Education in the world, has invited particularly the E-9 countries to undertake a study on Reaching the Unreached - Use of Distance Education Mode in Baśic Education.

In order to achieve this goal, UNESCO (New Delhi office) had given a responsibility to the National Open School to carry out the study and to enlist some of the projects in Distance Education at the national level. Based on their findings three special issues of Open Schooling News Bulletin were published and a national workshop was organized in New Delhi from 15 - 17 December 1999 to review the findings. The workshop was inaugurated by Prof. Murli Manohar Joshi, Hon'ble Union Minister, Ministry of Human Resource Development, Government of India. Mr. M.K. Kaw, Education Secretary, addressed the gathering at the first plenary session.

This study touches upon the projects in Distance Education in India carried out by some non-government organisations. This study report will form part of the final report of the E-9 countries where an attempt will be made to identify those areas where the distance education mode has been particularly effective and explain the reasons there of on the basis of the experiences of the E-9 countries. This would help in setting out proposals for improved national action by taking into account the cost benefit aspects as well as the general educational needs of the nation.

I do hope that this brief report of India will be useful.

UNESCO, New Delhi
February, 2000

Prof. Moegiadi
Director and UNESCO Representative

PREFACE

The National Open School (NOS) is an autonomous institution under the Ministry of Human Resource Development, Government of India. Its mission is Education for All - Child, Youth and Adult, Promotion of Greater Equity and Social Justice and Evolution of a Learning Society. NOS has emerged as a viable and potential alternative to cater to the learning needs of the out-of-school population, providing them with as many chances they may like to avail themselves of with a very flexible approach. The entire endeavour has been to make open schooling really open. It, therefore, conducts secondary and senior secondary examinations twice a year, instead of the usual once-a-year examination. It has also started a process of conducting Joint Certification Examination at the primary and upper primary levels in collaboration with accredited organisations for Open Basic and Elementary Education. The latest innovation, being worked out, is examination on demand or walk-in examination at the Open Basic and Elementary Education level.

NOS has been functioning as an apex body and a resource agency at the national level for model building and for promoting learning standards in the open schooling system right from the elementary to the pre- degree level – both academic and vocational courses in the country. In Open Basic and Elementary Education, NOS is giving additional input in the form of work experience or pre-vocational programmes for learners below 14 years, and Vocational Education including elements of entrepreneurship for those who are above 14 years. It offers a wide range of courses that compare to the courses available in formal schools – the reference point – so as to provide mobility from the open school to the formal school and from the formal school to the open school. However, it does not preclude non-conventional combinations or single-subject approach.
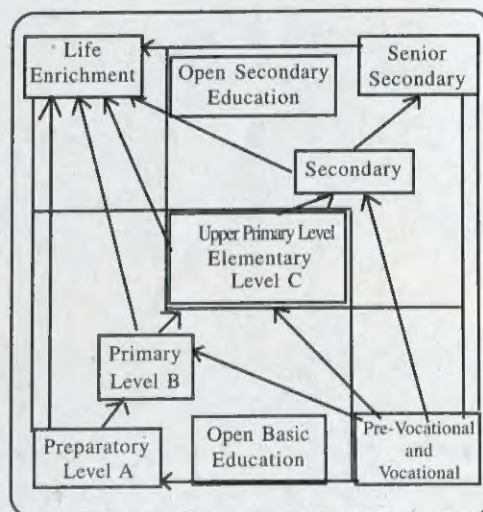
It was, therefore, very appropriate that UNESCO assigned this study to the National

Open School (NOS). The study has been completed as per the phases stipulated in the UNESCO contract. The experience gained in this study has given insight into, and direction to implement the NOS programme of Open Basic and Elementary Education for the target groups below 14 and above 14 years.

This is a brief report of the study. To get a view of the work done under this study, the reader may have to go through the printed material such as the questionnaire, the three special news bulletins and the report of the National Workshop. Publication of the complete research report and the papers is in process.

I am extemely grateful to Prof. Moegiadi, Director and UNESCO Representive, and his team particularly Prof. C.J. Daswani, Ms. Maria Malevri and Ms. Maria Vaz for providing us support on various occasions.

My colleagues particularly Dr H.L. Sharma and Dr S.S. Sangal deserve special appreciation. I am grateful to all the members of the Study Team for the task well done.

National Open School, New Delhi
February, 2000

Prof. N. K. Ambasht
Chairman

STUDY REPORT

Introduction

Basic Education as a vital and urgent need of every individual, has been accepted globally. With the dawn of independence, India resolved to provide free and compulsory education to all up to the age of 14 years. When India became independent in 1947, the population was 330 million. Now India's population is about 1000 million. Of these, about 640 million people are literate. Efforts are being made to provide education for the remaining 360 million, in order to achieve the goal of Education for All (EFA).

India is one of the signatories of the 1990 World Declaration of Education for All (EFA). The country also further reiterated the commitment to Basic Education in the Delhi Declaration of E – 9 countries (Bangladesh, Brazil, China, Egypt, Indonesia, India, Mexico, Nigeria, and Pakistan) Summit in December, 1993. To follow up the EFA Declaration, several measures were undertaken for expansion of early childhood care and developmental activities especially for the poor, disadvantaged and disabled children by involving families, communities and appropriate institutions.

India has been exploring various mechanisms and alternative strategies to fulfill the constitutional commitment of Universalisation of Elementary Education (UEE) to cover all children up to the age of fourteen years and providing Basic Education and Continuing Education to all above fourteen years of age. Several measures and programmes such as Operation Blackboard (OB), Bihar Education Project (BEP), Uttar Pradesh Basic Education Programme (UPBEP), Shiksha Ghar Programme of Uttar Pradesh, Lok Jumbish, and Swarn Jayanti Rajiv Gandhi Primary School Programme of Rajasthan, Rajiv Gandhi Prathmic Siksha Mission and Education Guarantee Scheme of Madhya Pradesh, Andhra Pradesh Primary Education Programme (APPEP), Shikshak Samakhya, District Primary Education Programme (DPEP), Centrally-sponsored Non-Formal Education (NFE) and Promotion of Literacy, Post-literacy and Continuing Education, time-bound and area-specific campaigns through voluntary efforts and community participation launched by the National Literacy Mission (NLM) have helped in changing the Basic Education scenario in the country. These efforts have raised the level of literacy from 52% in 1991 to 62% in 1997 (expected to have risen to 64% in 1998). Pursuant to the National Policy of Education (NPE) - 1986 and the revised Programme of Action (POA) - 1992, the expansion of the Open Learning System through the Distance Education Mode (DEM) to promote Basic Education in the country has started yielding fruitful results.

It was in the light of this background of the Basic Education scenario in the country that the National Open School was given an assignment by UNESCO to conduct a study on Reaching the Unreached : Current Use of Distance Education Mode in Basic Education.

Objective of the Study

Distance Education Mode (DEM) in Basic Education was considered a significant alternative approach to make educational opportunities available specially to those who were unable to take advantage of the formal schooling system. It was felt that steps needed to be taken to find out the

position of the effectiveness of the initiatives taken to make use of the Distance Education Mode to promote Basic Education in order to reach the unreached and offer suggestions to improve the quality of the programmes.

Methodology and Data Collection

As is evident from the nature of the study, it required the use of qualitative methods of collecting information through open-ended questions, involving interviews, focussed group discussions, interactive inquiry and observations of researchers wherever possible. These methods were considered appropriate because the effectiveness of the Distance Education Mode in Basic Education is a matter of judgement of individual beneficiaries, group beneficiaries, teachers, parents, administrators, etc.

Sampling

It was considered appropriate to include all the States in the study so as to get an overview of the situation in the country. A list of the agencies/institutions covered under the study is given at Appendix-A.

The steps involved were :

- In-house discussions about the research project.

- Identification of government and non-governmental organisations for in-depth study.

- Development of a questionnaire (Hindi and English), consisting of 26 questions on techniques employed/ use of print material, radio, television, satellite, face-to-face tutoring, personal contact programmes, reinforcement of learning through other activities, information regarding the EFA programme, curriculum material for the target groups (3-6, 6-11,11-14, 18-35 and 35 years above) and variety of learning materials, availability of materials, transaction of instructional materials, institutional achievement (drop- out rates, completion rates, etc.), monitoring and evaluation, recruitment of tutors, their training and orientation, cost per unit, links with formal and non-formal systems, follow-up of passouts and suggestions for improving the effectiveness of the Distance Education Mode (DEM). It also formed the basis for conducting interviews and discussions with the concerned agencies.

- The questionnaire was mailed to State Open Schools, Regional Directors of NOS, Zila Saksharata Samitis, District Institutes of Education and Training (DIETs), State Resource Centres (SRCs), government organisations and non-governmental organisations (NGOs) working in the area of adult and non–formal education, and other agencies involved in developmental work.

- Selected researchers were given intensive/orientation in relevant research methods before they undertook the study work. Researchers were deputed to visit the agencies for face-to-face interaction, collect relevant data and assess the capabilities of the agencies for Open Basic Education. These interviews were based on discussion points to facilitate useful and optimal interaction between the researchers and the respondents.

- Pre-testing of the tool was done in the actual field situation on a small sample in selected DIETs, NGOs and Panchayat Samitis. On the basis of the feedback, the tool was modified before it was actually administered on a wider scale.

- Special News Bulletins on Open Schooling (August 99, September 99 and November 99) also helped in identifying the agencies/institutions and collecting relevant information.

Analysis of the Data

The data collected were subjected to manual content analysis. Observations of the researchers contributed significantly in providing insight into the response pattern that emerged from the content analysis of the open-ended questions. In analysis, many a time, the number of responses is not so significant as a single response of an important worker to provide qualitative insight into the field progblems. For example, the single response of an important respondent in an organisation has the weight of the entire organisation.

Out of the 286 questionnaires mailed, 92 were used for analysis. The following table shows the number of questionnaires mailed and the responses received.

State	Questionnaire Mailed	Questionnaire Received	State	Questionnaire Mailed	Questionnaire Received
Uttar pradesh	22	11	Tamilnadu	20	2
Bihar	20	6	Kerala	10	1
Madhya Pradesh	15	2	Pondicherry	1	1
Rajasthan	13	10	West Bengal	20	7
Chandigarh	10	9	Orissa	32	2
Haryana	10	7	Assam	10	4
Delhi	20	10	Meghalaya	10	2
Himachal Pradesh	10	4	Maharashtra	10	5
Andhra Pradesh	35	5	Gujarat	8	4
Total mailed = 286		Total received = 092			

Conclusions and Suggestions

Based on the study and the analysis of the information received from the agencies, the following conclusions were drawn:

Perception about Basic Education

The concept of Basic Education as perceived by institutions/agencies in India appeared to be more inclined towards the Gandhian concept of Basic Education which has "an accord with the community, environment and work". The Gandhian Basic Education views self-supportive system of elementary education in which teaching of essential knowledge is combined with income-generating work.

Use of Distance Education Mode in Basic Education – Status and Obstacles

The transactional methodology of the Distance Education Mode (DEM) involves the use of Print Media, Personal Contact Programmes (PCPs), reinforcement of learning through various activities and electronic media.

So far as the use of print materials in the Distance Education Mode by various agencies is concerned, it may be concluded that almost all the agencies have been transacting their programmes mainly through print materials. The sources of materials revealed that Zila Saksharta Samit s (District Literacy Societies) have been using the print materials developed specifically for the target groups by involving experts and agencies like State Resource Centres, Directorate of Adult Education , National Literacy Mission, Government of India. The agencies implementing the Non- Formal Education programme have also been using integrated materials specially developed by the National Council of Educational Research and Training (NCERT) and State Councils of Educational Research and Training (SCERTs). In some other cases the agencies have been found using the textual materials prescribed by the state governments for their formal schooling. This situation demands concentrated efforts in the development of self-learning materials having a special format with self-check exercises, in-text questions, summary, etc.

The use of PCPs by the agencies has been found uneven. The agencies have reported the duration of sessions ranging from two to six hours. The frequency varied from 4 to 25 days in a month. It seems that the agencies have attempted to determine the duration, frequency and quantum of PCP, keeping in view the target groups and the requirement of the content of the curriculum. However, it may be observed that this is an area of utmost importance for further systematisation and development of techniques.

One of the very encouraging aspects, reflected by almost all the responding agencies with regard to reinforcement of learning, has been the use of other co-curricular activities such as fairs and festivals, playway activities, discussion and counselling sessions, games, sports and cultural activities, celebration of national/ international days and events, exhibitions and demonstrations, etc.

The use of the electronic media in the Distance Education Mode in Basic Education is not very encouraging. However, the overall situation shows that the use of the media is a very weak area. It is mainly due to the financial and other constraints which need due support.

The use of the media and tele-conferencing remained negligible except that the National Open School has been conducting orientation programmes through tele- conferencing, using the Media Centre of the Indira Gandhi National Open University (IGNOU). The teacher training programmes offered by IGNOU have specific target groups, i.e. in-service teachers and parents. NCERT and the District Primary Education Programme (DPEP) also have their specific target of in-service teachers throughout the country.

A serious problem in promoting Basic Education for All relates to access to education and retention of learners. The study has revealed a very positive aspect of the use of the Distance Education Mode (DEM) in Basic Education. DEM has enhanced accessibility to those who are unable to afford formal schooling and who are still deprived of the basic form of education. DEM, owing to its flexibility, has been found more convenient for the learners to participate in the learning process and thus retain them to continue to learn for a longer period. The negligible dropout rate reported by the agencies justifies the statement. The dropout rate reported by some agencies ranges from

1% to 10%. Migration, financial problems, family needs, lack of interest and work in peak seasons of agricultural operations were reported as some important reasons for dropping out.

The study has attempted to know the various aspects which are monitored by the agencies to ensure quality of learning and smooth implementation of the programme of Basic Education through the Distance Mode. The agencies seem to be conscious of such aspects.

Almost all the agencies have shown their concern about the monitoring aspects such as availability of infrastructural facilities (space, furniture, etc. to conduct PCPs and other activities), availability of teaching-learning materials, teaching aids and supplementary materials, teaching methodology, discussions, demonstrations, evaluation technique, certification, etc. However, there seems to be wide scope for developing an appropriate monitoring system for ensuring quality of learning and effective implementation of the basic education progrmme by using a scientific approach, which seems to be another area of further intensive research.

Role of National and State-level Organisations

The analysis of the data shows that the various programmes for different age-groups implemented by different agencies for promoting Basic Education through the Distance Education Mode have certain commonalties in them with regard to such aspects as objectives, target groups, transactional methodologies and linkages with formal and non- formal modes. NOS has provided a leading role at the national level in promoting Basic Education. It reaches out to the remotest parts of the country through a network of its Study AI, AVI and OB Centres, Regional Centres and State Open Schools.

The recent report of the National Sample Survey Organisation (NSSO) shows a tremendous increase in the literacy percentage. The literacy rate which was 52.2 % in 1991 rose to 62 % in 1997, and it was expected to reach 64% in 1998. This shows a quantum jump of 10% between 1991 and 1997 (within a time period of just six years) and 12% between 1991 and 1998 (a gap of just seven years). The success of the endeavours made by the National Literacy Mission to promote Literacy and Basic Education, through numerous Total Literacy Campaigns, Post-Literacy Campaigns and Continuing Education Programmes through Continuing Education Centres and Nodal Continuing Education Centres by involving millions of volunteers, is noteworthy. Millions and millions of neo-literates, as a result of these campaigns, have now strong urge for basic education programmes as part of their continuing education. This achievement fulfills the expectation of EFA, 1990 to a very large extent. The information furnished by the various Zila Saksharta Samitis (District Literacy Societies) substantiates the success of the progamme.

Curriculum : Material, Transaction, Certification

MATERIAL

The attempts being made by the various agencies seem to be in the right direction as envisaged by the Jomtein 1990, World Conference on Education for All (WCEFA), that is, Basic Education should benefit every person - child, youth and adult, provide educational opportunities designed to meet their basic learning needs – both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and basic learning contents (such as knowledge, skill, value and attitude) required by human beings.

TRANSACTION

Teachers and staff members are the main human resource of the programme of Open [...] Education. The success and quality of the programme mainly depends on their quality. The t[...] education system, which is very well established, has developed highly refined technique[...] pre-service and in-service training/orientation, improvement of service conditions, etc. [...] services of the teachers from the formal stream, unemployed /retired teachers, educated y[...] are normally utilised for implementation of the programme of Basic Eduaction through the Dis[...] Education Mode. The honorarium paid to these teachers varies from Rs 350 to Rs 2000 [...] month. Their educational qualifications vary from non-matriculation to post-graduation and [...] unskilled to skilled, professionally. The age-group has been found ranging from 25 to 50 y[...] for full-timers, 22 to 40 years for part-timers and 30 to 70 years for occasional teachers. [...] services of the occasional teachers are utilised for conducting seminars, workshops, train[...] orientation programmes and, in some cases, for development of instructional materials. [...] selection normally is done by inviting applications and holding interviews. All agencies h[...] reported utilisation of services of these persons for academic, administrative, technical [...] research work. The services of volunteer teachers, block and district-level coordinators, organi[...] of Continuing Education Centres (CECs) have been utilised by the Zila Saksharta Samitis [...] purposes of literacy, post-literacy and continuing education programmes.

Training and orientation programmes for volunteers, teachers and coordinators have b[...] conducted by the agencies. The duration of training ranged from two to nine days. The service[...] resource persons and experts from different agencies have been utilised for these programm[...] Orientation programmes have been conducted mainly through face-to-face mode and by utilisi[...] self-instructional materials.

DIETs have been set up in all Districts to provide academic and resource support to elementary teachers, non-formal education and adult education instructors. DIETs normally are conducting pre-service and in-service training of elementary teachers. They have qualified and experienced faculty members. District Resource Units (DRUs) have also been set up in DIETs. Colleges of Teacher Education (CTEs) provide pre-service and in-service training for secondary teachers. Institutes of Advanced Study in Education (IASEs) conduct programmes for secondary school teachers as well as in-service training for senior secondary teachers. IASEs are engaged in advanced level fundamental and applied research, specially of inter-disciplinary nature. In-service and prospective teachers who are trained and oriented by DIETs can play a very crucial role in the promotion and

implementation of Basic Education through DEM. In addition to their normal duties related to formal schooling, they can contribute substantially in implementing Basic Education through the Distance Education Mode, conducting PCPs, counselling and guiding the learners in Basic Education.

Building the capacity of DIETs in terms of knowledge and understanding about the Open Learning System, the use of the Distance Education Mode in Basic Education and the role expected to be played by them appears to be an urgent need. The terms such as OLS/ DEM, conceptual

understanding, basic features,. special characteristics , utility and relevance, transactional methodology, delivery mechanism, use of self-learning material, achievement, certification, cost-effectiveness, etc. may form part of the training/orientation of the faculty of DIETs.

It is, therefore, desirable that a well-thought-out strategy for involvement of teachers in the promotion and implementation of Basic Education through the Distance Education Mode needs to be further developed in consultation with the State Governments, NOS, NCERT, SCERTs, NLM, SRCs, CTEs, IASEs, IGNOU, DIETs , DPEP, Central Institute of Educational Technology (CIET), State Institutes of Educational Technology (SIETs), etc.

CERTIFICATION

The evaluation techniques employed by different agencies show evaluation of the learning outcomes through periodic tests, formative and summative evaluation. In addition, some of the agencies have reported the use of group discussions, quiz, debates and games in language, mathematics and environmental studies. In certain cases, like the Zila Saksharta Samitis, external professional agencies of repute were involved in evaluation. The evaluation methodology adopted by the agencies involved continuous as well as terminal assessment. Some of the agencies have reported the use of continuous self-assessment with the learning materials through questions and exercises as well as tests organised during the Personal Contact Programmes. NOS intends to offer joint evaluation of learners in association with the agency concerned. However, this is an area of crucial importance. The National Open School is, inter alia, working on the development of the concept of 'Walk-in Examination'.

Certification of learners' achievement is one of the most important aspects of the educational system. The analysis has revealed that these agencies have developed their own system of certification. A mixed reaction to the authenticity of the certificates has been observed. In some cases, some agencies have recognised the certificate for the sake of employment or for providing self-employment opportunities under the various developmental and self-employment schemes of the Central and state governments. In some other cases, the certificates have generated self-confidence and a sense of self-esteem among the learners .

The National Open School has been authorised as an examining authority by the Government of India. The flexible system of NOS provides the learner to accumulate his credit till he completes the course. NOS has now extended the facility to the agencies to seek accreditation and linkage at the elementary stage with NOS for authentic certification, since NOS certificates are recognised. A certificate may be a joint certificate by NOS and the agency concerned.

The study reveals that the Distance Mode in Basic Education can make an effective intervention by further strengthening its modalities of development and use of self-learning material, conducting PCPs, use of electronic and folk media, other co-curricular activities, training and orientation of tutors/teachers/ volunteers/ coordinators/ organisers of study centres, coordination and linkages with formal schools, other technical and vocational institutions and developmental schemes. The Distance Education Mode in Basic Education may be an integral part of any endeavour for Universalisation of Elementary Education (UEE). The National Open School can be

the nodal agency at the national level for extending academic and technical support services Basic Education through the Distance Education Mode.

Cost-effectiveness of the programme

The study indicates that the agencies have taken into consideration the expenditure heads salary, rent of the building, cost of infrastructural facilities-furniture, workshop, tools, equip cost of teaching–learning materials, teaching aids, testing and evaluation, lodging / boarding residential training , training of teachers/ resource persons, field work, travel, overhead cha and some such other items of expenditure. The cost compared to the formal education syste undoubtedly very low. The cost per learner varies from agency to agency and it depends on nature of the programme for different age-groups. It is approximately Rs 100 per learner u the National Literacy Mission. The agencies have reported varying cost patterns from Rs Rs 535, Rs 685, Rs 1742 to Rs 6000 per learner. An important outcome of the cost patte that it is very economical and thus affordable. The disadvantaged groups can avail the opportu either free or by contributing quite a low amount.

Financing Open Basic Education

It has been found that the agencies have attempted to serve the marginalised groups, with a special focus on rural areas, women and young girls, vulnerable groups, rural youths, street/worki children, scheduled castes/scheduled tribes and other socio- economically disadvantaged group

Some of the agencies have gone to the extent of forming Mahila/Yuvak Mandals, Cooperati Societies, Credit and Thrift Societies, Self Help Groups in association with National Bank Agriculture and Rural Development (NABARD) and developmental and commercial agencies to utilise learning for improvement in the quality of life.

Attempts have also been made by some agencies to cover members of the families through different programmes such as children below 14 years under non-formal education, persons above 15 years (young girls, boys, men, women) under adult education programme of literacy, post-literacy and continuing education, training in income-generating activities and vocational training for employment/ self-employment through Shramik Vidyapeeths (SVPs) supported further by the formation of Mahila/Yuvak Mandals, cooperative credit and thrift / self-help groups for their income-generating activities.

News Bulletin (English and Hindi)

The National Open School brought out three special issues of its News Bulletin **Open Schooling** in August 1999, September 1999 and November 1999. Copies of these issues were mailed to political leaders, educationists, educational administrators, concerned departments of universities, senior officers of the Ministry of Human Resource Development (MHRD), Education Secretaries in States and Union Territories, Regional Directors of the National Open School, NIEPA, NCERT, IGNOU, SCERTs, SRCs, Government and Non–governmental Organisations working in the areas of Adult Education, Non-Formal Education, Vocational Education and other developmental agencies/organisations to get the views of the readers regarding the various aspects of the

use of DEM in Basic Education. A self-addressed and stamped inland letter was attached to facilitate the readers in sending their views.

These issues have since generated considerable debate throughout the country on the use of the Distance Education Mode in Open Basic Education, its modalities, relevance and utility.

DELHI NATIONAL WORKSHOP* (15-17 December 1999)

In the context of the present study, the National Open School (NOS) organised a National Workshop from 15-17 December 1999 at New Delhi. The objectives of the Workshop were to to discuss the status of the use of the Distance Education Mode in Basic Education to reach the unreached; share the findings of the study with practitioners, political leaders, policy planners, bureaucrats and implementers; develop strategies through partnership with various voluntary agencies for smooth implementation of the Distance Education Mode; and suggest mechanisms and modalities for promoting the use of the Distance Education Mode in Basic Education to reach the unreached.

Theme of the Session

The Workshop concentrated on the main themes such as efficacy or otherwise of DEM in Basic Education; Distance Education Mode at the primary level; effectiveness of material at the primary stage; use of various forms of print material self-learning charts, comics, books, games, etc.; human and financial resources and their logical problems, particularly in remote rural areas where the unreached child is located); making OBE relevant to socio-economic and cultural needs of the community; decentralisation process in the Distance Education Mode; changing the mind-set of educationists, planners, teachers, parents, educators, etc towards education as the provider of jobs; need for vocational education at the upper primary level; functionality of education for self-employment and employment generation; walk-in examination modalities – process of certification and financing the OBE–networking with various agencies/institutions.

The Workshop was an opportunity for academicians, policy framers and implementers to share their experiences, formulate strategies for achieving the goal of EFA by using the Distance Education Mode and develop an active system of networking. The plenary sessions were used for inter-active discussions to develop clarity about the concepts and ideas and to share experiences, whereas the group work facilitated threadbare analysis of the issues, problems and developmental strategies for implementation. The panel discussions were very stimulating. The exhibition of the material developed by NOS was the centre of attraction for all the participants.

Some Projects

A list of the agencies covered under the study is given at the end as Appendix-A. However, some of them are mentioned below.

NATIONAL OPEN SCHOOL

The National Open School (NOS) has taken up the Open Basic and Elementary Education Programme to provide an alternative channel for schooling; to reduce disparities in educational access especially with regard to girls and disadvantaged groups; to increase retention rates for all learners at the primary level; and to provide a learning continuum based on graded curriculum that would ensure quality education for all learners. Learners have the freedom of choosing subjects and modules of their choice.

To Reach the Unreached, NOS is working on an innovative programme. After signing an MOU with an organisation, NOS will send it exemplar OBE material. It will also permit the organisation to adapt/translate/use it as reference material for developing the material in a language that it might like to choose. For a workshop to be organised, if necessary, to adapt the material, the organisation will send a proposal in this regard along with financial details to enable NOS to make the funds available for the purpose. The innovations envisaged in the development of instructional material are individualized diagnostic and remedial self-learning material of large varieties according to specific needs, low-cost model having equal partnerships between the organisations and the Government. The organisation will be free to print the material out of its own resources or resources raised from other sources and use it as instructional material for learners enrolled under OBE at different stages, i.e. primary/upper primary or continuing education. The organisation will also send a list of the learners. NOS will provide broad learning outcomes at different stages of primary/upper primary education to help the organisation develop the material. It will also provide a competency-based, text-free blue-print of the question papers at different stages of primary/upper primary. The agency will develop examination papers and conduct examination of the learners.

NOS is making the examination system decentralized, yet ensuring a common standard.

NOS is also developing self-learning and instructional material for learners, based on the nature of their occupational activity/work such as glasswork, brasswork, carpet-weaving, clothing, etc. Curricular material using the Distance Education Mode (DEM) for conducting training programmes for teachers/volunteers engaged in Child Labour Rehabilitation Centres is also being developed

NOS is also working on the Equivalency Programme envisaged in the Scheme of Continuing Education through the Open Schooling System. The project aims at providing an alternate education programme having equivalency with the formal system of education in academic and vocational subjects; development of orientation/training strategies/techniques for the functionaries; development of materials for changing the mindset of all concerned - panchyati raj institutions, administrators, policy-makers, teachers (academic/vocational), public at large from village to national level; and development of linkages with formal schooling, alternative schooling and literacy programmes.

State Open Schools (SOSs)

A State Open School is set up by a state with its own resources but with the technical support of NOS. The State Open School offers courses in the regional medium at the secondary and senior secondary level as well as vocational and basic education programmes.

The objectives of SOS are to design and develop courses and learning material for the Distance Education Mode; to organize training programmes for open school functionaries; to collaborate with other agencies for developing and delivering skill-oriented courses; and to maintain standards of equivalence with the formal system, while retaining its own character.

Andhra Pradesh Open School

Andhra Pradesh Open School offers courses for dropouts, working adults, housewives, neo-literates, and disadvantaged sections of society, handicapped, SC/ST and other backward classes up to Class VII, whereas all other State Open Schools are offering courses for the secondary/senior secondary level through self-learning materials.

Nehru Bal Samiti, Trilokpuri, East Delhi

Nehru Bal Samiti is following the participatory development strategy. The present enrolment is 1200 children. The society is running 600 adult education centres and 50 non-formal education centres. For the last three years no dropout has been reported on account of economic and any other reasons.

Vidyabharti Akhil Bhartiya Shiksha Sansthan, Nehru Nagar, New Delhi

Vidyabharti has 2,000,000 learners, 80,000 teachers and 20,000 educational institutions/centres/ Sanskar Kendras almost in all states and union territories of the country. Out of these institutions there are 5,000 NFE institutions which are called "Sanskar Kendras". These Kendras work for Lok Shikshan, Saksharta, etc. The slogan is "Ek Vidyalaya – Ek Sanskar Kendra", which denotes one urban school will run one non-formal education centre. In these Kendras a XII pass youth is selected from a village who undergoes a 3-month training in all the subjects, before he qualifies for imparting education to learners. This Sansthan has also initiated a kind of mobile audio-visual library called "Saraswati Rath", which displays books, audio-video material, pictures, etc., and it moves from village to village enabling people to have a look at these materials. There is also "Chaupal Patrika Programme" under which weekly news is displayed in the Chaupal (community centre). The villagers come and discuss the news. The student-teacher from the village explains the details.

Anand Bharatiya (SNS Foundation), Gurgaon, Haryana

Anand Bharatiya is a part of the SNS Foundation. The target learners are staying in the vicinity of Anand Group industries located in nine different parts of the country. Anand Bharatiya sensitizes the society to eliminate child labour and lays emphasis on the learning of life skills.

Majhihira Basic Education Institute, Majhihira, Purulia, West Bengal

Based on the Gandhian concept of Basic Education, this institution has been working for the last 60 years. It runs 100 Non-formal Education (NFE) centres. The innovative strategies are : Mobile library facility, providing books at home, cultural programmes for parents as part of the literacy mission, small savings in terms of 10 paisa or one handful of rice per week which is doubled and returned to them for higher studies.

Ruchika, Social Service Wing, Bhubaneshwar, Orissa

This organisation has initiated literacy and life skills programmes for street children for elimination of child labour. It has developed its own curriculum, study material, instructional material and evaluation process.

Jan Kalyan Samiti, Rewari, Haryana

This Samiti has been running NFE centres for the past eight years. The certification is done by the Haryana State Education Board. Besides the NFE programme, the Samiti is also running an adult education programme.

Loreto, Sealdah, Calcutta, West Bengal

The Loreto Education Society has created a school within a school for children to come to learning whenever they are free. The formal school has 700 children from elite groups and 700 from slums but all the children enjoy the same facilities and opportunities.

Lokasevayatan Nimdih, Bihar

This organisation runs 100 NFE centres. It lays emphasis on skill-based learning and teaching, using the participatory method.

Surya Foundation, Paschim Vihar, New Delhi

The Surya Foundation is running education centres on the Gurukul pattern. Jhinjholi Sadhna Sthali is the Foundation's main centre. The target groups are out-of-school children, neo-literates, unskilled and semi-skilled workers. The Foundation has developed a model called Surya Personality Development Camp Programme (PDC) for training of functionaries.

Jagdamba Bal Mandir Education Society, Sultangarh, Fathepur, Uttar Pradesh

This organisation is running formal schools, non-formal education centres and education centres for adults. It is engaged in research work to develop study materials for the open basic education programme.

Deepalaya, New Delhi

Deepalya imparts multi-faceted education to provide flexible education opportunity to non-school-going children. Deepalya's basic education programme includes teachers and parents too. It also proposes to introduce an open elementary education programme for children of non-school-going age-groups.

Snehalaya Bhavan

Snehalaya Bhavan is run by the Don-Bosco group, providing non-formal and vocational education to a group of disadvantaged children - street children belonging to different states, regions and age groups. For convenience of teaching and learning, learners are grouped into four grades - A, B, C and D, based on their learning ability. Importance is given to achievement of skills so that learners can get occupation for livelihood. Those who join the secondary stream level take the NOS examination and the certificate is given by the same examining authority.

Butterflies, New Delhi

Butterflies is working with street children in Delhi. It has eight contact points. All these contact points are areas where there is concentration of street and working children. Majority of them have never been to school or are elementary school dropouts. Butterflies endeavours to reach out these children with support services such as health counselling, vocational training and non-formal education.

Distance Education Programme (IGNOU)

The main objective of the Distance Education Programme run by the Indira Gandhi Open University (IGNOU) under the District Primary Education Programme (DPEP) is to create a sustainable system of in-service training of primary education personnel through the distance education mode to strengthen the on-going training efforts, thereby improving the effectiveness of the teaching-learning process. Three types of teacher training programmes are envisaged through the distance education mode - pre-service/initial training for freshers, inducting training and in-service training for teachers.

Teacher Training Programme (IGNOU)

The quality of in-service training of teachers has always been a matter of concern. The quality of the classroom school environment and the learning experiences provided, depends, to a large extent upon the teachers. The teachers, therefore, need recurrent training in their content area, knowledge and pedagogical skills as well as general awareness of the development taking place in the field of education. Realising this need, IGNOU is operating the following teacher training programmes:

(i) Certificate in Guidance (CIG)

(ii) Certificate Course in Teaching of Primary School Mathematics

(iii) Diploma in Primary Education (DPE)

(iv) Certificate Programme in Teaching of English (CTE)

Training Primary School Teachers Through Tele-conferencing

National Council of Educational Research and Training (NCERT) developed and implemented projects and programmes such as Programme of Mass Orientation of School Teachers (PMOST), Special Orientation of Primary Teachers (SOPT) and training of non-formal education functionaries

in the country. NCERT and IGNOU organised three tele-conferencing programmes to train primary teachers of Karnataka and Madhya Pradesh. In all, about 3000 primary teachers and 255 facilitators participated in the tele-conferencing programmes.

Recommendations

Open Schooling is a viable alternative. It provides opportunity for continuing and developmental education to learners of all ages particularly (i) children who are out of schools – dropouts and non- starters, and (ii) adult population who are either illiterate or are coming out of the Total Literacy Campaign (TLC) or Post Literacy Campaign (PLC) of the National Literacy Mission (NLM). Open Schooling uses the Distance Education Mode (DEM). DEM is one of the potential methods of providing primary and upper primary level education and continuing education where the child/ adult has acquired the skill of reading, writing and comprehension. But this method needs strengthening in all its aspects such as planning and implementation. The introduction of the pre-vocational and vocational education component is a welcome ingredient. A unique and unprallel programme of Open Basic Education (OBE) will open a new chapter in the history of education. Creating suitable links and mobility options between formal and non-formal schooling is required. OBE is flexible and practical in approach and is thus useful for a variety of learner with different mental levels.

The introduction of the Open Basic programmes at the primary and upper primary level will provide a link and a base to the secondary and senior secondary programmes of NOS. The link had been missing till now.

Reaching the Unreached

It needs to be defined first as to who are unreached and which are their areas/pockets/clusters of habitation. Once the target group is known, their socio-economic characteristics need to be spelt out. The agencies associated and working with the target groups need to be listed out and supported.

NOS should play an important coordinating role between the concerned agencies and these agencies should network among themselves. Innovative schemes of these agencies should be encouraged and financed by NOS. The teachers engaged in the Open Schooling programmes are paid very low. Their remuneration should be increased. Training should be imparted by NOS to all those involved in the process of reaching the unreached. Voluntary agencies should be involved throughout in the process of planning, execution, monitoring and evaluation of the programmes. Attitudinal change, both in parents and community, would help in dealing with the disabled.

Children with Special Needs

About six per cent of the population suffers from some or the other form of disability. Very few children with disability attend school. Disabled children are an integral part of society. Barring severe cases, they should not be isolated in an exclusive environment. It is obligatory that persons

wi lisability are provided equal opportunity in education. The concept of inclusive schooling sh   d be translated even through the Distance Education Mode. The teacher's manual intended for P(through the Distance Education Mode needs to include these concerns.

(acles in the use of Distance Education Mode at Primary and Upper Primary Level

L of infrastructure/buildings, teachers, equipment; lack of facilities for the physically impaired/ d dvantaged including SCs / STs; lack of instructional material for instructors, parents and learners; a   nce of motivation to students, teachers and learners; lack of comparability/equivalence in r   ect of evaluation, certification, curriculum material, personal contact programme, electronic   lia and co-curricular activities – dramas, sports, festivals, achievement and certification – were   nd to be some of the obstacles. These obstacles the need attention of all concerned.

  ne of the future directions as emerged from this study are as under :

Print material including cartoons, visuals, charts, games should be attractive and illustrative.

Community-based learning should be encouraged.

Folk and traditional media could be constantly used.

The contact person should be more than a guide.

Curriculum should be local-specific and need-based rather than information-based. It should be developed in the mother tongue, in the local dialect and in the regional language.

The personal contact programme should be problem-solving, diagnostic, remedial and skill upgradation in nature.

Open Basic Education programmes should be broadcast on the radio, which is a cheap and easily accessible means of communication even in remote areas.

- The programme of Joint Examination and Certification as envisaged by NOS under OBE, should be strengthened.

- NOS should provide a basic curricular framework to local agencies who should have freedom to develop skill-based and local-specific material as per their needs. Workshops need to be organised regularly for further development. There should be networking between NOS and various agencies. Resource persons should be oriented about the Distance Education Mode.

- Print media, audio-visual aids and interactive programmes should constitute a part of the transaction of curricula.

- NGOs should be involved throughout in the process of planning, execution, monitoring and evaluation of quality-based programmes. Attitudinal change – both in parents and community – would help in dealing with the disabled. Learning by doing, rather than memorisation, should be encouraged at all levels.

- Financing Basic Education for Reaching the Unreached is an area for active consideration.

- All efforts need to be made to compensate the absence of the regular personal contact of the teacher with the learners in Open Schooling.

LIST OF AGENCIES COVERED UNDER THE STUDY

Uttar Pradesh

Sri Jagdamba Bal Vidya Mandir , Sultangarh, Fatehpur – 212657, Uttar Pradesh

Gramin Vikas Sansathan, Padri Bazar, Gorakhpur – 273014, Uttar Pradesh

District Institute of Education and Training (DIET), Robertanj, Sonbhadra – 273014, Uttar Pradesh

State Institute of Education, 23, Allenganj, Allahabad – 211002, Uttar Pradesh

Directorate of Education and Basic Camp Office, Vidya Bhawan, Nishatganj, Lucknow 226007, Uttar Pradesh

Indian Literacy Board, Literacy House, Kanpur Road, Lucknow, Uttar Pradesh

Champa Devi Nari Vikas Sansathan, Thavai Ka Pul, Gorakhpur – 273001, Uttar Pradesh

Department of Adult and Continuing Education, Dr. Ram Manohar Lohia Avadh University, Faridabad – 224001, Uttar Pradesh

Centre for Adult, Continuing Education and Extension, University of Lucknow, Lucknow 226007, Uttar Pradesh

Ashok Sansathan, Kundesar, Ghazipur – 233234, Uttar Pradesh

Banvasi Seva Ashram, Govindpur (Tura), Sonbhadra – 231221, Uttar Pradesh

Sarvdaliya Manav Vikas Kendra, Bahjoi Moradabad – 202410, Uttar Pradesh

Bihar

Zila Saksharta Samiti, Akil Batti Bhawan, Dumka – 814101, Bihar

Shrambharti PO - Khadigram, Jamui – 811313, Bihar

Triguna Seva Sansthan, Vill/ P.O. Kakarhat, Dariyapur, District Saran, Bihar

Bureau of Rural Economical and Agricultural Development, Mohalla Pirmohani, Lane No. 3, Post-Kadamkuan, Patna – 800003, Bihar

State Non-formal Resource Centre, 66/D Shekhpura, Patna – 800014, Bihar

Santhal Pargana Gramodhyog Samiti PO Deoghar, Deoghar – 814112, Bihar

Madhya Pradesh

Rafi Ahmed Kidwai Education Society, 4 Noor Mahal Road, Bhopal – 462001, Madhya Pradesh

Varun Manav Vikas Samiti, L.I.G. 171, Aish Bag Stadium, Bhopal, Madhya Pradesh

...la Saksharata Samiti, Panchyat Bhavan (Upper Collector Office), Raipur, Madhya Pradesh

...upanter, A-26, Housing Board Complex, Katora Talab, Raipur – 462001, Madhya Pradesh

District Institute of Education and Training, Shanker Nagar, Raipur, Madhya Pradesh

Zila Saksharata Samiti (Mission), Collector Office, (Prodh Siksha Bhavan), Bilaspur – 495001, Madhya Pradesh

Rajasthan

Shramik Vidyapeeth, 3/7 Civil Lines, Ajmer – 305001, Rajasthan

Indian Institute of Rural Development, A-11, Mahaveer Udyan Path, Bajaj Nagar, Jaipur – 302015, Rajasthan

Shramik Vidyapeeth, D- 33, Santipath Tilak Nagar, Jaipur, Rajasthan

Regional Institute of Education (NCERT), Pushkar Road, Ajmer – 305004, Rajasthan

District Institute of Education and Training, Govt. T.T. School, Masuada, Ajmer – 305623, Rajasthan

District Institute of Education and Training, Government T.T. School, Gooner, Jaipur, Rajasthan

Directorate of Distance Education Board of Secondary Education, Rajasthan Open School, Ajmer – 305001, Rajasthan

Ajmer Adult Education Association, Kantra Marva Bhawan, Shatri Nagar Vidyut, Nagar – 305006, Rajasthan

Zila Saksharta Samiti, Lok Jumbish Collectrate, Ajmer – 305001, Rajasthan

Zila Saksharta Samiti, Collectrate, Jaipur, Rajasthan

Chandigarh

Shramik Vidyapeeth, SCO. NO. 313 (First Floor), Sector 38-d, Chandigarh – 160036.

Open School, Punjab School Education Board, Vidya Bhawan, Phase-8, SAS Nagar, Mohali– 160005, Chandigarh

Dev Samaj College of Education, Sector-36B, Chandigarh – 160020

Child Welfare Council, Punjab Karma Sadan Building, 3rd floor, Sector-11B, Chandigarh – 160011

Bharatiya Vidya Bhawan, D.R.A. Bhavan Vidalaya, Sector- 27B, Madhya Marg, Chandigarh – 160019

S.D. Saini Public School, Sector 38-C, Chandigarh - 160019

Technical Teacher's Training Institute, Sector –26, Chandigarh - 160026

Haryana

Gyan Prakash Saksharata Samiti (ZSS), Panchayat Bhavan Ballabgarh, Faridabad – 12⌐ ⌐⌐, Haryana

Association for Welfare of the Handicapped 5-N – 12, N.I.T. Faridabad – 121001, Ha⌐⌐⌐⌐

Saraswati Vedic Sanstha (Arya Kanya Sadan)- (For Orphan girls), 461, Sector - 15, Farid⌐⌐ – 121007, Haryana

Rashtriya Chetnashakti Foundation, 1284 Sector 17, Faridabad – 121007, Haryana

Integrated Child Development Service Cell, Additional Deputy Commissioner Compl⌐⌐, Sector 15 A, Faridabad, Haryana

D.C. Model Senior Secondary School, Sector –7, Panchkula – 134109, Haryana

Satluj Public School, Sector 2&4, Panchkula – 134112, Haryana

Delhi

Dr. A.V. Baliga Memorial Trust, Link House, Bahadur Shah Zafar Marg, New Delhi – 11000⌐

Deepanjali, B-68,Gulmohar Park, New Delhi – 110049

Asian Centre For Organization Research and Development, C-126, Greater Kailash Part ⌐ Delhi – 110048

District Institute of Education and Training, Bhola Nath Nagar, Shahdhara, Delhi – 11003⌐

Anubhav Shiksha Kendra Delhi Public School, R.K. Puram, Sector XII, New Delhi – 11002⌐

William Carey Study and Research Centre, Joint Women's Programme, 14-B Jangpura, New Delhi – 110014

Jan Jagarti Educational Society , M-186, Mangol Puri, Delhi – 110083

Nishkam Sikh Welfare Council (Regd.), B-Block, Tilak Vihar, New Delhi – 110018

Integrated National Development Centre for Advancement Reforms and Education (IND CARE),1030, Vikash Kunj, New Delhi – 110018

Bal Vikas Vidhyalaya (run by Nehru Bal Samiti), Block – 8, Trilok Puri, Delhi – 110091

Himachal Pradesh

Zila Saksharta Samiti Kullu, C/o Deputy Commission Office, Kullu – 175101, Himachal Pradesh

District Institute of Education and Training (DIET), Mandi – 175001, Himachal Pradesh

District Institute of Education and Training (DIET), Jarad (Kullu) – 175125, Himachal Pradesh

Mandi Saksharta Samiti, 10/10 Bhagwahan Muhalla Mandi -175001, Himachal Pradesh

Andhra Pradesh

Maharashi Sambamurty Institute of Social and Development Studies, c/o Shramik Vidyapeeth, Battavasi Street, Gandhinagar, Kakinada – 533004, Andhra Pradesh

District Institute of Education and Training, Neredmet, Andhra Pradesh

Peoples, Action for Social Service, 10-12, Maruthi Nagar (West), Tirupati – 517502, Andhra Pradesh

Bharathi Social Educational Society (BSES), Behind Apseb Sub-station, Peda Boddle Palli, Post box No. 5, Narsipatham, Vishakhapatnam, District, Andhra Pradesh

Rashtriya Seva Samiti, 9, Old Huzur Office Buildings, Tirupati – 517501, Andhra Pradesh

Kerala

Kerala State Open School, Vidya Bhawan, Poojaappura, P.O. Thiruvananthpuram – 695012, Kerala

District Literacy Mission, District Panchayat Office, Civil Station, Palakkul – 1, Kerala

Tamil Nadu

Annamalai University, Department of Education, Annamali Nagar – 608002, Tamil Nadu

Sri Avinashilingam Shramik Vidyapeeth, Alagesan Road, Coimbatore – 641043, Tamil Nadu

Pondicherry

Centre for Adult and Continuing Education, Pondicherry University, R.N. Nagar, Pondicherry – 605014

West Bengal

Majhihira National Basic Education Institution, P.O. Majhihira, District Purulia – 723128, West Bengal

Samatat Sanstha, 172, Rash Behari Avenue, Flat 302, Calcutta – 700029, West Bengal

Vivekanand Education Society, 13/3, Kalicharan Dutta Road, Calcutta – 700061, West Bengal

Loreto Day School Sealdah, 122, A.J. Chandra Bose Road, Calcutta – 700014, West Bengal

State Resource Centre for Adult Education, 50, Balighata Road, Calcutta – 700010, West Bengal

Bengal Social Service League, 1/6, Raja Dinendra Street, Calcutta – 700009, West Bengal

Ramkrishan Mission Jana Siksha Mandir Belurmath, Howrah – 711202, West Bengal

Orissa

Ruchika Social Service Organisation , 5–6, Ganga Nagar, Unit – VI, Bhubneshwar – 75 001, Orissa

Coastal People's Development Association (C.P.D.A.), At/P.O.– Konark, District Pu 75211, Orissa

Assam

Pragatisil Khadi Samiti Kalitakuchi Village, P.O. Kalitakuchi, District Karnrup – 781102, Assam

Barnibari Yubak Sangha, Barnibari, P.O. Barnibari , District Nalbari – 781304, Assam

Desh- Bhakta Rural Development Association, Bhaktardaba Bazar, P.O.Nali Gaon -District Barpeta – 781352, Assam

Gyan-Vigyan Samiti Assam Naojan Road, Uzan Bazaar, Guwahati – 781001, Assam

Maharashtra

National Institute of Women , Child and Youth Development, Near Last Bus Stop, Main Road, Khamala, Nagpur – 440025, Maharashtra

Shramik Vidyapeeth, Shri Watani Bhawan, Plot No. 37, New Cotton Market, Nagpur – 440018, Maharashtra

Bhartiya Adim Jati Sewak Sangh, Vidabha, Malviya Nagar, Khamala, Nagpur – 440025, Maharashtra

Citizen Uplift Society, Gawande Layout, Khamala Ring Road, Nagpur – 440015, Maharashtra

National Centre for Rural Development, Dr. Korkes Bunglow, 253, Shivaji Nagar, Nagpur – 440010, Maharashtra

Gujarat

Akhand Jyot Foundation, Fatehpura Gram, B/H Police Chowky, Paldi, Ahmedabad – 380025, Gujarat

Lal Bhai Group Rural Development Fund Anandji Kalyanji Blocks, Near Asarwa Railway Station , Naroda Road, Ahmedabad – 380025, Gujarat

Lok Sevak Mandal, C/o C.H. Bhagat Working Women Hostel,Near Dalal Apartment, New Vikas Gruh Road, Paldi, Ahmedabad – 380007, Gujarat

Shir Ketan Shixan Samaj, Aerodrome Road, Rajkot – 360001, Gujarat

Meghalaya

Basic Training Centre, Resubelpara, District East Yaro Hills – 794108, Meghalaya

Centre for Distance Education, Bind Complex North Eastern Hill – 793003, Meghalaya